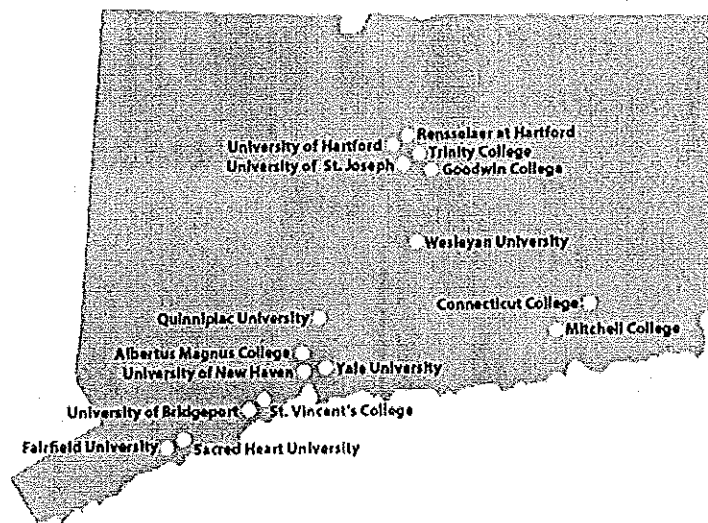


Educators,
Employers,
Community Partners



Planning & Development
Committee

March 21, 2014





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Testimony Before the Planning & Development Committee

By

Judith B. Greiman, President

March 21, 2014

HB 5583: AAC the Payment of Real Property Taxes by Certain Institutions of Higher Learning and Hospital Facilities

On behalf of the member institutions of the Connecticut Conference of Independent Colleges (CCIC), I am submitting testimony in opposition to HB 5583, AAC the Payment of Real Property Taxes by Certain Institutions of Higher Learning and Hospital Facilities. This bill would impose a "reverse PILOT" program that would have colleges and hospitals pay the full amount of property taxes to their host towns and then seek partial reimbursement from the State.

At the outset, I believe it is critical to emphasize that tax-exempt status is not a loophole. It is a deliberate and sound national and state policy that recognizes that non-profit institutions serve the public good by enhancing the education, health and general welfare of a state's citizenry and the belief that the government should not be the sole provider of such services.

It is grounded in over 200 years of history and applicable in all 50 states.

For years, Connecticut has had various efforts to review the property tax structure and few changes have been made. There is one forward thinking proposal, however, enacted in 1978, which continues to put Connecticut in a 'best in class' position. That is the Payment in Lieu of Taxes (PILOT) program that reimburses towns for a portion of property tax revenue foregone by virtue of hosting nonprofit colleges and hospitals. While the property tax exemption has been in effect in every state for these institutions at least since the adoption of the U.S. Constitution, Connecticut's response to the exemption is novel among the states.

In almost every other state, there is no state payment to towns for the revenue that would have otherwise come in from tax-exempt institutions. We have it right. Connecticut's PILOT program of grants to municipalities is an important recognition of the fact that colleges and hospitals benefit all state residents and not just those who live in the municipality in which such an institution is located.

This bill threatens that model program and comes at a time when colleges and universities are facing daunting financial stresses. This proposal would exacerbate these financial challenges and would put jobs, financial aid, investments in economic development and philanthropic donations at risk. We are operating at a time of high levels of student need and have drastically increased need-based financial aid to students since 2008. We

Albertus Magnus College, Connecticut College, Fairfield University, Goodwin College, Mitchell College, Quinnipiac University, Rensselaer at Hartford, Sacred Heart University, St. Vincent's College, Trinity College, University of Bridgeport, University of Hartford, University of New Haven, University of Saint Joseph, Wesleyan University, Yale University

have cut programs, delayed projects and taken various other belt-tightening measures to add to the financial aid line in our budgets.

Connecticut's independent colleges and universities provide an important and necessary educational service that benefits the entire State. These institutions enroll 77,915 students, a third of all college students statewide and 45% of all minority students enrolled at four-year institutions. Last year, independent institutions accounted for 43% of all the degrees awarded by Connecticut institutions of higher education, including 44% of all the bachelor's degrees and 64% of Master's degrees, 58.5% of all doctoral and 57% of all professional degrees. Our students come from every Connecticut city and town.

Independent colleges and universities have a significant impact on Connecticut's economy. CCIC members have a \$6.2 billion economic impact on Connecticut, employ more than 22,000 full-time equivalent employees, and have almost 200,000 alumni living in the state who work, volunteer and pay taxes here.

Independent higher education contributes to a favorable business climate in the State by providing highly skilled graduates to the workforce and advanced educational opportunities to those already in the job market who wish to improve their skills. We award more than half of the degrees in key disciplines such as engineering, information technology and life sciences, and the institutions offer a large number of services, programs, centers, and support activities to assist business and industry. Many colleges invest in key downtown properties to bring jobs and taxes to the area, and many make voluntary payments to their cities for necessary services. Campus collaborations and partnerships with businesses have never been stronger or more indispensable to Connecticut's prospects for economic stability.

Independent colleges and universities enhance the quality of life in our State by offering a variety of social and cultural opportunities to Connecticut residents. They serve as magnets attracting students and their families, alumni and tourists to the region. They tend to be the largest employers in town and they open their ball fields, museums, performances, meeting rooms and lecture halls to town residents. Their students and faculty volunteer in local organizations, have developed partnerships with K-12 schools and provide a multitude of social resources that add to the vibrancy and vitality of the community.

Limiting the tax burden on Connecticut's citizens is certainly a meritorious objective. But pursuing a stark shift in historic tax policy at the expense of one of Connecticut's most productive assets is the wrong answer.

We are heartened by proposals to increase PILOT funding. This is the way to help our towns. Let's not shift the burden to students and undercut dynamic collaborations in an attempt to "fix" a system that works if properly funded.

We hope you will consider the multi-layered and positive impact of our sector on Connecticut and the serious financial impact of this proposal on our institutions as you decide whether to support this proposed bill.



Fairfield University in the Community

- Fairfield University opening of a bookstore in downtown Fairfield to replace the flagship Border's Books when it closed
- Fairfield launching a business incubator, FAME — Fairfield University Accelerator and Mentoring Enterprise, in collaboration with the Town of Fairfield Economic Development Department and Kelban Properties
- Serving as the backup emergency management center for the Town of Fairfield during the last hurricane
- Department of Athletics involved in hosting of major post season tournament action at the Webster Bank Arena at Harbor Yard (NCAA Women's Regional Basketball tournaments and NCAA Regional Hockey Tournaments).
- School of Business Students provide free income tax service to area low income residents as part of VITA program
- Engineering students have developed website for non-profits as part of technology coursework

Engagement with Town of Fairfield Schools

Fairfield University is proud to be a part of the fabric of the Fairfield community and we take our responsibility of being a good neighbor and community partner very seriously especially when it comes to the young students in Fairfield schools.

Regina A. Quick Center for the Arts

- Annually hundreds of elementary school children attend the ArtsBound performances at the Quick Center-many of whom come from Fairfield schools
- Last fall high school juniors and seniors from Fairfield in Keystone Leadership programs attended the Open Visions Forum presentation by the well-known young actress America Ferrera
- Fairfield high school students, English and Creative Writing teachers attended a presentation by Sarah Kay, a Spoken Word poet
- An on-going outreach effort is made to curriculum leaders regarding the Quick Center's educational series that includes ArtsBound, as well as programming in music, theatre, dance, and special speaker presentations. Study guides are supplied to all attending schools to connect their curriculum with our programming both pre and post performance day. All are provided at no cost.

Additional Institution-wide Engagement

- School of Engineering, in conjunction with Sikorsky Aircraft annual honors outstanding math and science students from Fairfield and other area high schools.
- With the help of a grant from Google, the School of Engineering presented a free two day computer workshop for area high school teachers including from Fairfield schools
- The College of Arts and Sciences and the School of Engineering are involved in presenting BASE Camp (Broadening Access to Science Education). The camp is designed to engage area high school, female students in hands-on research-based experiences in the natural sciences and mathematics in an effort to inform and excite them about the process of science.



- The School of Nursing in collaboration with Fairfield Public Schools is presenting an emergency preparedness program for all 5th grade classrooms.
- The Graduate School of Education and Allied Professions held workshops for school caregivers (teachers, support staff, social workers) who work in schools and may have been traumatized by the Sandy Hook tragedy. One hundred individuals attended.
- Admission counselors from the University visit all Fairfield high schools as part of college fairs and other special college prep related programming
- Area high school students with a certain GPA may register and enroll in classes with advisor approval during the regular academic year and summers
- Through Fairfield Corps, Fairfield University student interns work to curb under age drinking. Using a peer-to-peer strategy student interns educate middle school students on the effects of alcohol use while helping students learn how to make healthier choices by enhancing decision-making skills
- Annually, the Graduate School of Education places student interns in classrooms to partner with teachers to create an enriched learning environment
- For six years, students from Fairfield and Bridgeport schools have participated in the University's Annual Poetry for Peace Contest. This year more than 1,000 students entered the competition that is sponsored by Fairfield University's Writing Center, the English Department, the Connecticut Writing Project- Fairfield and the institution's Marketing Luther King Jr. Holiday Observation Week committee. The winning poems are published in a book distributed to the children and their families at a special event
- The annual summer scholars program (in its 3rd year) and available to Town of Fairfield students provides a two week residency for high school students who which to have a college-like experience during which they take one course and reside on campus.

Bridgeport Schools Partnership Programs

Community Partners Scholars

Since 1999, the University has sponsored the Community Partnership Scholars Program at four Bridgeport high schools (Bassick, Central, Harding and Kolbe-Cathedral). Through this program, Fairfield University collaborates with the schools on admission and financial aid mentoring, provides resources to cover group visits to campus, and funds a full tuition scholarship awarded every year at each of the four schools.

The Bridgeport Tuition Program

In 2009, Fairfield University began providing full tuition scholarships to Bridgeport high school students (from Bassick, Bridge Academy, Bridgeport International Academy, Bullard Havens Vo-Tech, Central, Harding, and Kolbe Cathedral) whose annual family income is under \$50,000 and whose financial assets are typical of families with this annual income.

Project Excel

Project Excel is a federally funded Trio Student Support Services Program that empowers first generation and low income college students at Fairfield University to be academically and personally successful and to graduate in a timely manner. Services include a pre-college summer academic immersion program; ongoing academic tutoring; advice and assistance in postsecondary course selection; assistance in obtaining information on the full range of student financial aid programs, benefits and resources; education or counseling services designed to improve the financial and economic literacy of students; and assistance in applying for admission to graduate and professional programs. Other services available to students include assistance with internship and career planning, and/or researching post-graduation volunteer opportunities.

Fairfield's Graduate School of Education and Allied Professions Partnership Programs

Fairfield's Graduate School of Education and Allied Professions (GSEAP) has engaged Bridgeport Public Schools (BPS) as a priority partner for student teaching and internships.



- GSEAP and the Bridgeport Superintendent of Schools initiated an internship program that situates student teachers as partners with classroom teachers. In 2012-13, 22 GSEAP students interned with Bridgeport public schools; over 25 students are registered to intern with Bridgeport schools this year.
- In 2012-13, GSEAP worked with Fairfield University's continuing education program to develop a dual enrollment plan for four Bassick High School seniors. This year, the program will include up to 12 students.
- The Connecticut Writing Project, situated at Fairfield University, provided over 100 hours of service to students and faculty at Bassick High School during 2012-2013. Through SEED funding (Supporting Effective Educator Development) from the National Writing Project, the program provided in-school support, and teachers were sponsored for attendance at literacy conferences, given assistance to build classroom libraries, and provided with workshops to design stronger curriculum for college and career-ready writing.
- In May 2013, more than 115 students from Bridgeport high schools attended a free daylong writing conference, *Writing Our Lives-Bridgeport*, at Fairfield University facilitated by professional writers.
- In August 2013, 75 teachers from Bassick attended a day-long series of professional development workshops on Fairfield's campus focused on enhancing the interdisciplinary literacy practices at Bassick High School in support of the Common Core State Standards.
- Devoted to improve urban education, the Connecticut Writing Project's Fairfield director, Dr. Bryan Ripley Crandall, has worked year-round with district administration, faculty and students to help close achievement gaps.

Fairfield University's Office of Service Learning Partnership with Cesar Batalla School

Fairfield University's Office of Service Learning works collaboratively with the GSEAP in sustaining a partnership with Cesar Batalla School designed to improve literacy skills for K-3rd grade students, increase college awareness, and provide enhanced learning opportunities for university students enrolled in service-learning courses.

- Since the program's inception in the Fall 2011, 200 Fairfield University students have served as literacy tutors for over 400 Cesar Batalla School students through four service-learning courses (2 courses per semester annually).
- In Fall 2012, 81% of Cesar Batalla 1st grade tutoring participants showed improvement in their sight word recognition; 20% of those students improved by 20% or more.
- In Spring 2013, 86% of Cesar Batalla tutored 1st grade students improved in sight word recognition; 45% of those students improved by 25% or more.
- Cesar Batalla classroom teachers offered positive qualitative feedback, citing improved enthusiasm for learning among their participating students.
- 2011-12 data shows that 95% of university student tutors "strongly agreed" or "agreed" that "the service-learning course helped them to realize the importance of helping others throughout their lifetime."
- Visits to campus were added in 2012-13, bringing more than 70 Cesar Batalla students to Fairfield's campus and engaging the participation of Nursing students and faculty, librarians, student athletes, and university tour guides.

Campus Ministry and the Bryant School Book Club

For over ten years, Campus Ministry has partnered with Bryant Elementary School on the Bryant School Book Club. Every Tuesday university students meet with third graders at Bryant to read common materials and engage in learning activities and discussions. This afterschool enrichment program is a meaningful supplement to the third graders' learning while creating hands-on experience for university students who may be considering a profession in education.

ARTSBOUND Schoolday Series

Organized by Fairfield University's Regina A. Quick Center for the Arts and hosted by national and international performers, an integral educational and artistic outreach resource available to all pre-school, elementary school and middle school students in Fairfield County.





Sacred Heart UNIVERSITY

Impact in the Community

Financial

- Over \$2 million in tax and permit payments have been made to our host towns over the last decade.
- A voluntary payment of \$100,000 was made to the City of Bridgeport in support of necessary enhancements to their sewage system.

Programming in Support of Area School Districts

- Graduate Interns—SHU's Farrington College of Education (FCE) places qualified teaching candidates in internships in the Bridgeport Public Schools (BPS) and other school districts. The interns assist the school district in one-on-one and small group instruction, remedial support as required for special needs students tutoring, substitute teaching, grade level support, etc. In spring 2014, SHU placed 6 interns in Bridgeport and 35 interns in other districts.
- Student Teachers—SHU places student teachers in the Bridgeport Public Schools and other school districts as appropriate, and according to the regulations of the university and the CT State Department of Education. Seventeen students were placed in Bridgeport and 37 in other school districts during the spring 2014 semester. Our faculty interacts closely with our student teachers and their cooperating teachers in these school districts.
- Undergraduate teacher candidates—SHU undergraduates volunteer in BPS and other local districts in preclinical fieldwork placements. In Bridgeport, SHU endeavors to place students in Central High School and its traditional feeder schools, but placements occur throughout the district and in other districts in the State of Connecticut. SHU works closely with neighboring schools to place freshmen and sophomores who are considering entering the education program as volunteers in nearby classrooms. These students interact with teachers and students to gain experience and to solidify their candidacy. As juniors and seniors, students then take seven certification courses with a specific field experience component in each of the courses. Candidates carry out these assignments in neighboring schools working with elementary and secondary teachers. In the spring semester of 2014 we have 40 juniors and 41 seniors participating.
- Dual enrollment/Early college placements—SHU enrolls 11th and 12th grade students from Bridgeport Public Schools who meet admission requirements in appropriate and available courses for college credit at reduced tuition. There is the summer pre-college program and, during the academic year, the early college program, which is tuition-free for BPS students.
- Special Education Cross-endorsement program—beginning summer 2015, SHU will offer this certification preparation-program to practicing teachers. The format consists of a summer practicum, evening coursework during the academic year, and a second summer practicum. The University is interested in making the inaugural group of students a cohort for BPS, as it should fulfill a need in BPS for well-prepared teachers of special education.



- Book Ends Reading Clinic—a site-based university reading clinic, Book Ends empowers children to increase their reading achievement through multi-modal and research-based practices in literacy. Following a comprehensive evaluation, a customized intervention plan is developed to meet the needs of each child, who is partnered with a certified teacher who is also a candidate for certification as a reading intervention specialist. Book Ends serves students in the Bridgeport, Trumbull and Stratford schools.
- Field Experience—is an opportunity to work with area school districts for the mutual benefit of our teacher candidates and local students. Schools receive the time, attention and talent of our teacher candidates, who experience first-hand the diversity of populations, the wide range of student needs, and the variety of instructional and assessment approaches that impact student performance. All undergraduates and graduate teacher candidates take part in field experiences.
- Math and Science Partnership Program—in 2014 FCE received a *CT State Department of Education Mathematics and Science Partnership* grant of \$349,546 to enable new and practicing educators to effectively and creatively teach new common core curriculum standards. Of the 42 state participants, six are from the districts of Bridgeport and Trumbull.
- STEM Conference for area educators—a *Science Technology Engineering and Math (STEM)* conference is under development this semester for Fall 14, based on the success of the Fall 13 conference -- where 90 state participants learned cutting edge strategies to implement in their schools.
- Fairchild-Wheeler Magnet School start-up expertise—Farrington College of Education's Dr. Lois Libby, key designer and developer of the Fairchild Wheeler Interdistrict Magnet School (FCW) in Bridgeport, is currently working on a research project with Dr. Ed Malin to assess the design of the building relative to the impact on student learning. At present, this STEM-focused high school serves 750 students in Bridgeport and six contiguous districts. Libby was party to the development of the \$3.4 million magnet school grant awarded to FCW, which opened in fall 2013.
- The Educational Leadership program has a significant impact on the immediate area and the nearby public school districts: our candidates report to us that they become better teachers because of what they are learning in our program, and are more apt to become involved with leadership activities in their schools and districts. Candidates complete a 250 hour practicum to improve upon current practices and pilot ideas for greater student achievement. In the supplemental 6th year program for practicing administrators, candidates complete a two semester internship in which they get hands on experience and contribute to their schools. The 55 current administrator candidates operate in 30 districts; five of those candidates are in the Bridgeport school district.
- Griswold—FCE hosts teacher education programs and administrator preparation programs on its campus located in Griswold, Connecticut. During the spring 2014 semester FCE's Griswold campus administration placed 45 interns in Griswold and 14 neighboring districts. Interns serve as substitute teachers, work in Intervention Labs (Math and Reading), and as aides in Literacy, ESL and Special Needs. A total of 11 Student Teachers were placed in Griswold and ten nearby districts. Fifteen Administrative Interns operate in 15 area schools, shadowing administrators to learn operations, as well as strategic planning. Administrative interns develop projects that are responsive to identified needs in their school districts.
- Horizons at Sacred Heart University—this program addresses the academic achievement gap between children from struggling and underserved communities and their more affluent peers. Horizons at SHU serves children from the Bridgeport public and cathedral education cluster schools via K-3 academic programs in Saturday academies during the school year and a 6 week summer enrichment program. Started during the summer of 2012, the goal is to scale to a K-12 program in the coming years. Horizons at SHU enables students to emerge from the program as successful, well-adjusted high school graduates ready for college and career. Situated on a college campus, the program establishes college attendance as a realistic goal for underserved Bridgeport students, most of whom attend Horizons at SHU from

kindergarten through high school. Each student attending Horizons at SHU is born with a unique set of qualities and skills. The Horizons program balances individual talents and needs while at the same time fostering a genuine experience of community. Together with high quality teaching, this combination builds a love of learning in the Horizons at SHU community, and in doing so the program improves academic achievement and contributes to children's social and emotional well-being.

Student Financial Assistance

- SHU's Fairfield County Tuition Free Program currently supports 38 students, whose aid will continue through graduation.
- Sacred Heart University has awarded financial assistance in the amount of \$12,170,838 to 1171 Connecticut students with financial need for the 2013-2014 academic year.
- Financial assistance in the amount of \$428,200 has been provided to 42 Fairfield, Connecticut students with financial need for the 2013-2014 academic year. Financial assistance in the amount of \$375,640 has been provided to 45 Trumbull, Connecticut students with financial need for the 2013-2014 academic year.
- Financial assistance in the amount of \$1,542,009 has been provided to 140 Bridgeport, Connecticut students with financial need for the 2013-2014 academic year.
- Tuition remission is provided to employees and employee dependents who demonstrate need. These local residents are able to continue their education and remain in our local community as productive tax-paying citizens.

Support for Local Municipal Emergency Planning

- SHU has memorandums of understanding with the municipalities of Fairfield, Trumbull and Bridgeport where mutual aid for first responders, supplies and facilities are available in the event of an emergency.
- SHU is an active member of CT DEMHS Region (1) Emergency Planning under ESF (13) Law enforcement section with our Public Safety Department to assist in emergency incidents.
- SHU through the School of Nursing, Public Safety and the Bridgeport Office of Emergency Management has a CT and Federal certified ERC – Emergency Reserve Corp. The SHU ERC is available to respond to emergencies and/or disasters at SHU and CT DEMHS Region (1) as may be needed. The SHU MRC would be deployed in the event of any health emergency and SHU would function as a site for a POD – Point of Distribution for vaccine distribution. SHU Public Safety would provide security measures at the site of a POD on campus.
- SHU has an memorandum of understanding with the Fairfield Board of Education for our facilities to be used as a site for reunification of Fairfield school children in the event a facility had to be evacuated. SHU would assist Fairfield school officials with providing shelter at the William Pitt Athletic Center until parents arrived and a reunification process was conducted to ensure the safety of children impacted by a local emergency. (SHU Public Safety, Health & Wellness and School of Nursing – MRC would s in this procedure.)
- SHU WSHU – provides emergency broadcast messages under a memorandum of understanding to local municipalities as may be requested by Mayors or area First Selectmen. Additionally, WSHU is a certified member of the Federal Emergency Broad Cast System and will at the direction of Federal officials broadcast emergency messages as may be requested.
- SHU has a memorandum of understanding with regional sister universities (Fairfield University, University of Bridgeport and ST. Vincent's College to offer mutual aid in the event of an emergency. NOTE: The aforementioned MOU was activated at the request of the University of Bridgeport for Hurricanes Irene and Sandy. SHU housed their students at our William H. Pitt Athletic Center during



flooding at the University of Bridgeport. (Services provided – Housing, Food, Showers, Sleeping and Recreational facilities.) These types of services provided by SHU to sister universities greatly helps to reduce the demand for emergency assistance from the municipal resources of the specific city or town, as they work to assist other local citizens.

- SHU is currently planning the construction of a new facility to house WSHU and the Public Safety Department on campus. The facility will be a valuable asset for regional emergency communications and will be available to serve as an emergency EOC for our municipal emergency partners in the event of any type of natural, health or manmade disaster incident. NOTE: Plans are also being prepared to house a dedicated secondary Town of Fairfield Police ECC – Emergency Communication Center in the new SHU facility, inclusive of the municipal 911 Dispatch operation as the existing Fairfield Police facility is located in a flood plain.
- SHU has an additional agreement with Fairfield that we reimburse the municipality for all repair work that occurs on the (3) traffic lights that serve the SHU Main Campus and the Greater Community.

Volunteer Programs & Service Learning

- SHU operates six Lighthouse Afterschool Programs, located at Winthrop, Bryant, Discovery Magnet, Geraldine Johnson, Columbus and Madison schools. The afterschool program provides homework help and tutoring, as well as enrichment in art, dance, sports and music to approximately 550 students daily at these six schools. SHU employs approximately 70 part-time employees, many of whom are paraprofessionals in the Bridgeport schools.
- The John Zimmerman Academic Mentoring Program (AMP) increases middle school academic achievement with students who would historically be considered “at risk” and tested below average on state testing. The program provides tutoring, enrichment in the arts, and social skills development at the John Winthrop and Discovery Magnet schools. A cohort of approximately 20 sixth graders and 10 seventh graders benefit from this program which is funded by a \$75,000 grant. SHU provides a coordinator to run the program along with 20 SHU undergraduates to mentor the students. Two Bridgeport teachers are provided a stipend from this grant to assist the program.
- The Sunshine Kids program for Bridgeport students who come from a family that has been impacted by HIV and/or AIDS benefits 25 students at the Luis Munoz Marin and Geraldine Johnson schools. This volunteer-based program is funded by a \$2,500 grant. 50 SHU students volunteer to tutor students on the SHU campus.
- SHU’s Read Aloud program promotes literacy by placing volunteers into the elementary schools throughout the Bridgeport school district on a weekly basis. SHU covers travel and cost associated with purchasing of books.
- The Federal Community Work Study program provides for 100+ SHU students who work in local schools and assist with needs particular to each school where they are assigned.
- Ten SHU student volunteers provide afterschool activities to elementary school students in the areas of social and physical development through the Read to Succeed program. SHU provides transportation, coordination, and supplies for the implementation of this program throughout Bridgeport Public Schools.
- The volunteer-based Mi Amigo program gets 15 SHU student-volunteers into elementary schools throughout the week, to assist with the individual needs the 30 Bridgeport Public Schools students. In addition to the volunteers, SHU provides transportation, coordination, and supplies.
- Project STRONG provides ten SHU-student volunteers who mentor twenty female middle school students at the Geraldine Johnson school, who are in need of a positive role model, to help build their self-confidence and self-esteem. SHU provides transportation, coordination and supplies.



St. Vincent's COLLEGE

St. Vincent's Health System, of which the College is a vital part, works to enhance the public health and quality of life in the greater Bridgeport area and improve access to health services for members of the community we serve. While one of the smallest Colleges in the state, St. Vincent's has played a critical role in supporting the local community for more than 100 years.

Impact on Connecticut's Workforce

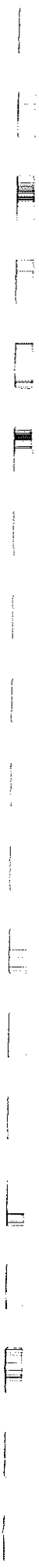
- St. Vincent's College provides the education of residents of Connecticut who stay in Connecticut to meet our workforce needs.
- Ninety-nine percent of our students are from Connecticut and 95% are from Fairfield and New Haven Counties. Of the total student body 46% are from the greater Bridgeport area.
- We graduate some 150 students each year with healthcare degrees. The vast majority attain employment in this area and serve to meet the healthcare workforce needs in this region of the state.
- We prepare another 50-100 individuals from the area with education that leads to such roles as Pharmacy Technicians, Central Sterile Processing Techs, Medical Coders, Certified Nursing Assistants and Medical Assistants.

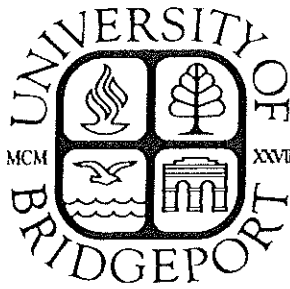
Partnership with Read School

- St. Vincent's College assists in fund raising efforts for its partner public institution, Read School, located near the campus.
- Nursing students conduct health education at Read School each spring.
- College employees act as mentors for students at Read School.
- Participate in a student literacy program at Read on a monthly basis.

Service to the Community

- St. Vincent's Hospital provides approximately \$20 million per year in free health care to individuals in the greater Bridgeport community.
- St. Vincent's Health Services is one of the largest employers in the greater Bridgeport Area.
- We conduct a number of community service events for various groups around the city throughout the year – most commonly Mercy Learning Center which serves undereducated women by providing GED support services, language skill development and work skill development; the Center for Women and Children which is the local service center for abused women and children and Wounded Warriors a center for displaced former men and women who have served in the military and their children.
- We support various local community service organizations by involvement in their fundraising events.
- The College is a member of the Bridgeport Area Business Council.
- The College President actively serves on the Bridgeport Public Education Fund, since 2007.
- The College serves as a part of the Emergency Preparedness Team.





Economic and Social Impact of the University of Bridgeport

Below is just a sampling of the many and varied contributions the University of Bridgeport provides to the city of Bridgeport.

Economic

- \$1 of every \$100 spent in Bridgeport last year came from the University of Bridgeport community. UB was responsible for \$65 million of the \$6.4 billion in economic activity in Bridgeport last year.
- 2.6% of City of Bridgeport revenues and 1.3% of expenditures resulted from the University of Bridgeport—a 1.3% net benefit to the City of Bridgeport which translates to a net benefit of more than \$8 million to the city's treasury
- UB employs more than 900
- Over the last 5 years, the university has made nearly \$50 million in capital improvements thereby stabilizing the south end of Bridgeport
- The university completed the city's streetscape sidewalk improvement program by reconstructing and installing two blocks of sidewalks at a cost of \$50,000
- The university partnered with the city of Bridgeport to construct a softball field in Seaside Park. UB contributed \$75,000 to the cost of \$225,000

Partnerships

- The university is an active partner with the city's Emergency Operations Center and Regional Emergency Response team. Post Hurricane Sandy, National Guard and first responders were fed hot meals, given warm shelter and charging opportunities at no cost throughout the days the city had no power.
- The university provides training space to the city's Police and Fire Departments for training exercises including emergency response drills and bike patrol certifications.
- We will host shortly disaster preparedness drills for regional inoculation and an active shooter drill.
- The Health Sciences division provides all dental screening to Head Start pupils, operates low fee or no fee services to the community including the elderly for an equivalent value of over \$2 million.
- The School of Education provides interns and volunteer to the city's schools. We provide curriculum development, teacher training in STEM field and tutoring in math, science and the language arts.
- Our students, faculty and staff provide more than 50,000 volunteer hours each year to local organizations such as the Red Cross, American Cancer Society, Family Justice Center, the CT Food Bank and the International Institute.
- The School of Engineering hosts and provides mentors to the Junior National Society of Black Engineers.
- The Bridgeport Caribe Youth League conducts its Saturday academic enrichment classes on campus.
- The soccer field, which is the largest artificial turf field in CT, is made available to city youth and adult soccer teams throughout the year.





Dimensions of Community and Economic Impact

Produced with data from the Connecticut Economic Resource Center: 2013

Painting an accurate picture of our growing college involves telling a story as well as analyzing data. When we asked the Connecticut Economic Resource Center (CERC) to help assess our impact on the local and state economy, the numbers they shared with us were remarkable: there would have been \$1.1 billion less economic activity in the state over 10 years without Goodwin College. We're used to measuring our success in terms of impacts that are somewhat more difficult to quantify. Lives changed. Access granted. Dreams realized. But when we tell our story, we understand that numbers matter too. Assessing our measurable results is a practice that has increasingly become a part of our organizational values.

The economic impact of Goodwin College is immediately noticeable to visitors to East Hartford, Connecticut. The College is redeveloping properties on Main Street and along the Connecticut River, including the construction of three new magnet schools. While the visual evidence is compelling, it represents just one dimension of the overall impact of Goodwin College on Connecticut's economy.

To learn more about the breadth of its impact, Goodwin College partnered with the Connecticut Economic Resource Center (CERC), a nonprofit agency that provides objective research, marketing, and economic development services consistent with a mission of making Connecticut a more competitive business environment. CERC provided a sophisticated economic analysis that shed light on Goodwin's rapidly growing impact on the state and local economy. Those wishing to dig deeper into the analysis, including learning more about the sources of data and the methodology used, are invited to view the full report at: www.Goodwin.edu/Impact.

Quick Facts

- Goodwin College's impact on the East Hartford economy is \$707 million over the past 10 years.
- Goodwin College's impact on the Connecticut economy is \$1.1 billion over a span of 10 years.
- Over \$14 million has been spent on neighborhood renovations and environmental remediation since 2005.
- Goodwin College has invested over \$250 million in construction in Connecticut.
- In April 2012, Goodwin's River Campus won the highest merit award from the Environmental Protection Agency for the extensive remediation performed on the site.
- While the College receives tax-exempt status on educational facilities, the majority of Goodwin buildings are nonexempt. Since 2008, Goodwin College has paid over \$5 million in property taxes and other fees to the Town of East Hartford.
- In 2013, Goodwin College launched a new program offering a nationally recognized credential in manufacturing to respond to workforce needs.
- Operating under an open-access model, Goodwin College seeks to admit all students who have academic potential, regardless of past performance. The College then supports these students with counseling and tutoring to help them succeed. As a result of this inclusive approach, Goodwin College is one of the most diverse colleges in the state, with over half of its students being the first in their families to pursue higher education. 58 percent of all Goodwin College students are first generation students.
- Goodwin College awards over 10 million dollars in student aid annually.
- Goodwin College plans further partnerships across industries — from health care to advanced manufacturing — in keeping with the College's mission to build bridges between education, commerce, and community. As the needs of the economy continue to shift, Goodwin has positioned itself as a nimble, career-focused, educational institution that can continue to pivot and put in place programs that produce career-ready graduates who fill much-needed gaps in the workforce.



Goodwin College is a Job Creator

Goodwin College's rapid expansion has brought hundreds of new jobs to the region. These jobs, in turn, boost the local and state economy. CERC looked at actual jobs created, jobs created by Goodwin's impact on the economy, and the income generated from these jobs.

- On average, 781 jobs are created each year as a result of Goodwin College activities.
- Over 10 years, these jobs have generated \$488 million in wages, \$331 million in East Hartford.
- These workers, in turn, boost Connecticut's total output by \$276 million through their spending.

Positive Returns on Public Investment

Goodwin College has benefited from significant support from the public sector, including funds for the environmental cleanup of properties in East Hartford which hosted new campus construction projects, funding to support and maintain magnet schools operated by the College, and funding to support programs for students. This type of vital support began with a grant from the East Hartford Town Council. In all, \$176 million has come from government sources to fund initiatives led by Goodwin College since 2005.

- Every \$1 of public funds was matched with \$1.86 in private funds to generate a total impact on the Connecticut economy of \$938 million over 10 years.
- Goodwin College returns the public investment by a factor of five to the Connecticut economy.

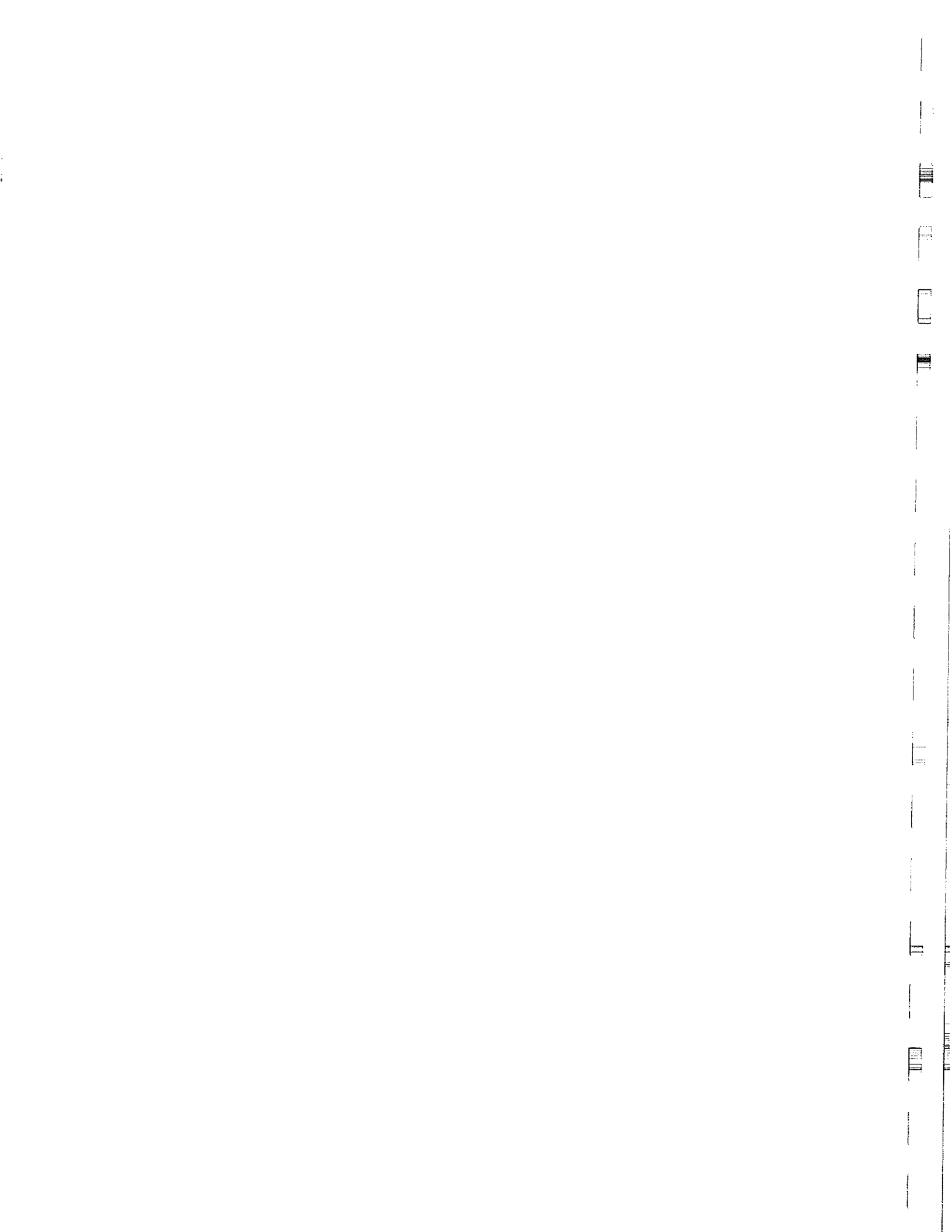
Goodwin College Graduates Boost the Economy

The employability of graduates is a top priority for Goodwin College, which strives to deliver top-quality vocational training in the collegiate context, preparing graduates with both the technical and the "soft" skills to succeed in today's changing economy. According to graduate data, Goodwin graduates are employed throughout the state in hundreds of large and small businesses, nonprofits, early childhood centers, and the government sector. Since the majority of students earn degrees related to health care, hospitals comprise the top employers of Goodwin College graduates, but alumni can also be found working in a host of other businesses.

- Several degree programs result in 90% in-field placement of our graduates.
- Goodwin College graduates have earned an additional \$155.6 million since 2008 thanks to their education. Goodwin graduated its 1000th nurse in December of 2012.
- Top employers of Goodwin College graduates include: Hartford Hospital, St. Francis Hospital, Connecticut Children's Medical Center and Riverside Rehabilitation

Goodwin College is a Good Neighbor

- Goodwin College has deep roots in its home of East Hartford. Approximately 20 percent of Goodwin College employees, and over 10 percent of its students, are local residents.
- By 2015, the Town will have received an estimated \$2.7 million in State PILOT funds due to the expansion of Goodwin College.
- Goodwin College activities contributed \$174 million to the local East Hartford economy in 2012. (CERC)
- Goodwin College is a regional hub for lifelong learning, with over 20,000 visitors a year to events such as the Half Moon traveling museum, World Affairs Council lectures, and Black History Month.
- Further construction of academic buildings is planned, with a focus on the further revitalization of Main Street through the addition of retail and restaurant storefronts. The College has deliberately positioned itself to be a force for growth and renewal in our community, as well as an economic driver for the region.
- In 2010, Goodwin College extended its educational vision to the secondary level, constructing the Connecticut River Academy magnet high school. In 2013, another magnet high school and an early learning magnet school were under construction at the campus.
- The students at Goodwin College represent 150 of the 169 towns in Connecticut.





Rensselaer

Rensselaer at Hartford Community Engagement

Extending the university's reach beyond the borders of its campus — applying our talent and resources to the world around us — is a clear extension of Rensselaer's mission to apply knowledge to the common purposes of life.

"'Communiversities' is a vision of the ways in which institutions of higher learning and the cities, towns, and counties that serve as their homes can and should work together to ensure the viability and vibrancy of their shared communities."

– Shirley Ann Jackson, Ph.D.

President of Rensselaer Polytechnic Institute

Free Discussion Series Featuring Special Guest Speakers

Rensselaer at Hartford hosts a free Energy, Environment, and Economics Discussion Series open to all. We host this series in order to provide an interactive forum for experts, corporate leaders, community participants, faculty, and students to engage in intellectual dialogues pertaining to today's global energy and environmental challenges.

Free Faculty Webinar Series

Rensselaer hosts an ongoing series of webinars presented by our renowned faculty and addressing timely subjects. Each live Webinar lasts approximately one hour and includes ample time for questions from viewers. Past webinars are archived for free, on-demand viewing.

Practicum in Management Project with a Non-profit or Charity

Students pursuing the Rensselaer MBA in Hartford are required to complete a substantial, non-pay community service (Practicum) project in which students use training in service and process innovation to help solve local community problems. Individual faculty supervise teams of students who work with local agencies and small business start-ups. Projects come from faculty in conjunction with local organizations, agencies, and businesses. Examples of past and current projects include work for Habitat for Humanity, Community Partners in Action (CPA), Distressed Children and Infants International (DCI), and Dress for Success Hartford.

Faculty Expert Sources and Speakers

Rensselaer faculty serve as expert sources for media and other audiences. In addition, Rensselaer at Hartford serves as an educational resource for local organizations and their members by offering Rensselaer speakers for meetings and events.

Holiday Donations to the South Park Inn

For the past fifteen years, Rensselaer at Hartford has been collecting toiletries and other needed items for the South Park Inn shelter for the homeless in Hartford. Donated goods are collected during the holiday season and then dropped off at the shelter.

Individual Volunteer Work and Donations by Rensselaer at Hartford Employees

Throughout the year, Rensselaer faculty and staff volunteer and contribute to various charitable activities such as reading programs at local schools, coaching youth sports, fundraising walks, animal shelters, the United Way Campaign, and numerous program sponsorships.



Trinity College

HARTFORD • CONNECTICUT

Trinity's Engagement in Greater Hartford

Trinity College is— and has long been— actively engaged in Hartford and in promoting the city's diversity and vitality, and remains one of the city's most important and widely acknowledged assets.

Economic Impact

With an annual operating budget of \$125.7 million in 2013-2014, not including capital expenditures, Trinity has an economic impact in Greater Hartford of between \$300 and \$400 million.

As of October 2013, Trinity's full-time workforce (faculty and staff) consisted of approximately 712 employees. This academic year, the College's payroll, including salary and benefits, is expected to total roughly \$61.7 million.

Nearly 13 percent of Trinity's employees live in Hartford, contributing to the city's tax base.

Beginning this year, Trinity is one of five Hartford entities that is offering five \$10,000 forgivable grants to eligible employees to encourage them to live in the city. Known as the Hartford Homeownership Incentive Program, Trinity will make the grants available to qualified homebuyers who purchase a single-family, two-family, or three-family home or condominium in the city. The program is open to full-time employees who have worked at Trinity for at least one year.

Trinity attracts thousands of out-of-town visitors to Homecoming, Commencement, Family Weekend, Reunion, athletic and cultural events, and other activities. It's estimated that these visitors contribute millions of dollars each year to the local economy.

Community-Based Educational Opportunities

During the 2012-2013 school year, Trinity provided about \$500,000 in institutional grant assistance to undergraduate students— both traditional and IDP—who are Hartford residents. Former trustee Mitch

Merin, Class of 1975, is one of several generous alumni, parents, and friends who have provided scholarships for Hartford students to attend Trinity. Five Merin Scholars from Hartford are currently enrolled at Trinity; 21 of the 22 Hartford residents currently enrolled at Trinity receive some form of institutional financial aid.

The College's newest strategic initiative and investment in Hartford children is a partnership with the Hartford Public Schools. Established in 2011, the Hartford Magnet Trinity College Academy (HMTCA) is an innovative early-college model of public education. The partnership utilizes the College's intellectual capital and core competencies. The use of Trinity College in the Academy's name represents an institutional commitment to education in the Greater Hartford area, underscoring the seriousness of purpose in preparing students for higher education. Currently serving 6th through 11th graders (with the expansion to grade 12 next year), HMTCA is an extension of the Hartford Magnet Middle School.

Since its inception in 1973, the Individualized Degree Program has graduated 746 adult students. The program offers adults 23 years and older the chance to pursue a Trinity degree, either on a part-time or full-time basis. Currently, approximately 80 students are enrolled in the Individualized Degree Program.

Trinity hosts the Hartford Youth Scholars Foundation, of which President James F. Jones, Jr., is a board member. Its primary academic program is The Steppingstone Academy. The Academy was created in 2005 to increase the number of Hartford students who graduate from college. The program recruits academically motivated, financially disadvantaged middle school youth who will be first-generation college students.

Trinity offers tuition waivers each year to qualified employees of the City of Hartford, Hartford Hospital, and the Connecticut Children's Medical Center. Each semester, approximately 10 tuition waivers are granted on a first-come, first-served basis.

The Academy of Lifelong Learning offers adults in Greater Hartford the opportunity to enroll in non-credit courses taught by former and current Trinity faculty. It allows adults to pursue new interests, expand their intellectual horizons, and enrich their lives. Between 125 and 150 adults enroll in these classes each semester.

Academics and Hartford

The Center for Urban and Global Studies (CUGS) plays a central role in Trinity's advancement of teaching, research, and service in urban and global studies on campus, in Hartford and around the world. The Center comprises and cooperates with a number of offices (e.g., Community Relations, Study Away), and programs (e.g., Community Learning Initiative, the Cities Program) that provide academic and experiential opportunities for students and faculty to better understand and navigate our increasingly urbanized world.

<http://www.trincoll.edu/UrbanGlobal/CUGS/>

The Community Learning Initiative (CLI) serves as a vehicle for faculty and students to get involved in city neighborhoods. More than half of Trinity's students take at least one course through CLI before they graduate, involving more than 80 community partners. Examples of CLI projects include oral histories of Muslim community leaders; working with local food banks on issues of accessibility, affordability, and nutrition; a Broad Street mural; a performance collaboration between a dance class and a Hartford public school; a Web site designed to inform parents about school choice; a look at the translation services provided by a Hartford hospital to Spanish-speaking patients; detailing the relationship of zoning regulations to racial disparities in Connecticut; celebrating the 375th anniversary of the capital's founding by the Rev. Thomas Hooker; and teaching engineering and robotics to young campers.

<http://www.trincoll.edu/UrbanGlobal/CUGS/students/CLI/>

Other examples of faculty and students using their intellectual capital in Greater Hartford include:

- 1) Judy Dworin's involvement with the Charter Oak Cultural Center and the women's prison in Niantic, CT;
- 2) Jack Dougherty's research on city-suburban school choice;
- 3) Stefanie Chambers' involvement in Achieve Hartford!;
- 4) The Arts Initiative of CUGS;
- 5) Joan Morrison's and Jonathan Gourley's environmental projects in Hartford;
- 6) The participation of Trinity faculty and staff in the Science Fair involving the Southside Institutions Neighborhood Alliance (SINA);
- 7) Ralph Morelli training Hartford-area teachers to introduce AP computer science in high schools;
- 8) David Henderson's testing of soil and water to detect toxic metals that could be harmful to young children.

A conference, "Rethinking Cities and Communities: Urban Transition Before and During the Era of Globalization," held in 2008 was the genesis of a book, *Rethinking Global Urbanism: Comparative Insights from Secondary Cities*, that contributes to classroom and experiential teaching, urban scholarship, and community development. The book was edited by Xiangming Chen and Ahmed Kanna and published in 2012.

Two workshops in Hartford in 2008 and 2009 laid the foundation for the second book produced by CUGS. *Confronting Urban Legacy: Rediscovering Hartford and New England's Forgotten Cities*, edited by Chen and Nick Bacon '10, and published in October 2013, explores the transformative relationship between globalization and urban transition in Hartford. The book also includes chapters on Portland, ME and Lawrence and Springfield, MA.

Since 2010, CUGS has offered an interdisciplinary urban studies minor, which gives students an opportunity to learn about cities around the world. It complements the Cities Program, which is an innovative program open to exceptionally qualified new students. Both programs take advantage of Trinity's location by using Hartford as a site of departure and reference for the study of global urban issues and by drawing on the city's bounty of intellectual and cultural resources.

In fall 2013, CUGS launched the Urban Studies Program that includes a new urban studies major. The new major provides an interdisciplinary understanding



of how urban dynamics shape both global interdependence and local spaces. The new program helps distinguish Trinity as a liberal arts college in a city and as the only NESCAC school and one of a handful of liberal arts colleges in the country to offer an urban studies major.

The Hartford Studies Project began in 1989 as an interdisciplinary workshop on the post-Civil War era in Hartford and the region. Its collections, including an extensive slide collection on the post-1880 history of Hartford and research papers and theses by students and scholars, are accessible in the Watkinson Library. Some of the HSP material has been scanned and can be found in the Library's Digital Repository. All of the material is available to Trinity users for research and teaching purposes.

The interdisciplinary minor in community action is designed to engage students in both academic and practical work that addresses the meaning of citizenship, public policy, and community.

Many students do at least one internship while at Trinity. Hartford-area companies and organizations that have hosted Trinity students include the state attorney general's office; Channel 3 Eyewitness News WFSB TV; Foodshare; Hamilton Sunstrand; Hartford Hospital; Lawyers without Borders; The Wadsworth Atheneum Museum of Art; UBS Financial; and Bradley, Foster & Sargent, Inc.

<http://www.trincoll.edu/Academics/CareerServices/internships>

A legislative internship program, which occurs during the spring semester, places up to 14 students in positions as full- and part-time aides to state legislators during the General Assembly session.

Involvement in Community Life

President Jones is deeply involved in the Hartford community. He is a member of the Board of Directors of the Hartford Consortium for Higher Education (chairman 2008-2010); a member of the Board of Trustees of the Mark Twain House and Museum; a corporator of the Hartford Public Library; a member of the Board of Trustees of the Hartford Youth Scholars Foundation; a member of the Board of Trustees of the MetroHartford Alliance; a member of the Executive Committee of SINA; a member of the Board of Electors of the Wadsworth Atheneum; and a member of the Board of Conservators of Hartford Hospital. Jones is also a supporter of Achieve Hartford! (an

independent, nonprofit organization that focuses on student achievement and reform in the Hartford Public Schools) and Hartford Areas Rally Together (HART).

Nearly 1,000 Trinity students participate in community service projects at some point throughout the academic year. This involvement includes participation in annual events and ongoing programs. The annual events include, but are not limited to, Do It Day (an annual day of service at the start of each academic year), Halloween on Vernon Street, blood drives, Relay for Life, and the Sponsor-a-Snowman holiday gift drive for Interval House. Included among Trinity's ongoing programs is Green Campus (environment), Habitat for Humanity, Adopt-a-Platoon, as well as student/community partnerships with such organizations as the Hartford Magnet Trinity College Academy, M.D. Fox Elementary School, Grace Episcopal Church Soup Kitchen, Habitat for Humanity, Best Buddies, Amnesty International, ConnPIRG, Peter's Retreat, and the Lions Club.

Trinity is a founding member of SINA, along with Hartford Hospital and the Connecticut Children's Medical Center. SINA, which is in its 35th year of existence, is working to improve the economic, physical, and social wellbeing of the Frog Hollow, Barry Square, and Behind the Rocks neighborhoods. SINA's primary work has been in revitalizing the neighborhood through the development of safe and affordable housing for renters as well as first-time homebuyers. SINA has also become a primary sponsor of the Hartford Citywide Science Fair. Trinity faculty and students have become science role models for Hartford public school students. Trinity's commitment to SINA's operating budget in 2013 was \$216,000.

Trinity recently celebrated the 16th anniversary of Dream Camp, which provides recreational and academic activities each summer to about 250 students, ages 6 to 16; an after-school mentoring program during the academic year for students in grades 1 through 8; and college preparation classes for campers in high school. The yearly philanthropic investment Trinity raises to support Dream Camp is more than \$600,000.

Trinity opened the Koeppel Community Sports Center in December 2006 and thousands of Hartford youth have learned to ice skate, play ice hockey, and figure skate, as well as develop meaningful relationships with the Trinity students who volunteer as mentors and teachers. The sports complex also accommodates community groups such as the Boys and Girls Club,

Dream Camp, the Connecticut Children's Medical Center, and the YWCA's Camp Dakota.

The Paul Assaiante Tennis Center, with its eight tournament-class courts and lighting, opened in October 2010. The \$1 million facility is available for community use, particularly by the Boys & Girls Club on Broad Street and for neighborhood children and their families. Children who attend Learning Corridor schools and Dream Camp also have access to tennis facilities and programs.

Trinity's Trinfo.Café provides opportunities for city residents, organizations, and church groups to learn and master computer skills that enhance their lives. Since its opening in November 2000, Trinfo.Café has served about 9,300 residents and averages 22,000 visits a year. It is open six days a week, 50 weeks a year, and is staffed by Trinity students and staff. The College's investment is more than \$190,000 annually. TrinfoCafe assists faculty and students in engaging with the city by offering community learning classes, hosting student research projects and independent studies, and providing academic internship opportunities.

Trinity actively supports the Trinity College Boys and Girls Club on Broad Street (located in the Ann and Thomas S. Johnson '62 building), the first campus-related Boys and Girls Club in the United States. The College's support includes a direct payment of nearly \$30,000, summer internships, and school year mentoring by Trinity students. The College is also a regular sponsor of fundraising events for the Boys and Girls Club. Trinity's director of community relations serves on its Board of Trustees.

The Office of Community Relations provides \$37,800 to support local nonprofit organizations whose mission is to improve the quality of life for neighborhood residents. Trinity has financially supported nonprofit fundraisers for organizations such as the Interval House, Hartford Areas Rally Together (HART), Billings Forge Community Works, Leadership Greater Hartford, the Boys and Girls Club, Girl Scouts of Connecticut, the Tabor House, and Nutmeg Big Brothers Big Sisters. Trinity also sponsored youth sports teams in Mayor Mike's Little League and hosted Hartford youth football programs on its fields when the local team did not have access to a field for their home games.

Cultural and Other Investments

Trinity's Austin Arts Center hosts many plays, musicals, and other performing arts events, welcoming off-campus guests on a regular basis.

Trinity provides significant in-kind support to a variety of Hartford-area groups by providing access to College facilities for meetings, conferences, and social events. Among the groups that used the campus facilities last year were the Hartford Youth Scholars Foundation and its Steppingstone Academy Hartford, the Hartford Consortium for Higher Education, Frog Hollow Neighborhood Revitalization Committee, Hartford Midget Football Programs, Inner City Lacrosse, the Hartford Public Schools Citywide STEM Expo, Hartford Magnet Trinity College Academy, Hartford Areas Rally Together (HART), and Leadership Greater Hartford's Summer Nexus Youth Leadership Program. Trinity also regularly hosts youth and school groups for college visits, which include campus tours, class time with College faculty, and activities with students, as well as information sessions on admissions, academic preparation, and financial aid.

The College's movie theater, Cinestudio, has a regular schedule of popular motion picture offerings that is open to the public year-round and is the site of the annual intercollegiate Trinity Film Festival, now in its third year.





UNIVERSITY OF HARTFORD

Impact on Hartford and West Hartford

General Economic Impact

The University's more than 7,000 students and 1,000 employees have a major impact on the local economy.

- A recent economic impact study estimated that students alone spent over \$31,000,000 per year with area businesses.
 - With multiplier effect, more than \$55,000,000 in economic impact on the region.
 - Estimated that over 400 jobs created as a result of this economic activity.
- Over 30% of the University's approximately 1,000 regular full- and part-time employees are taxpayers residing in Hartford, West Hartford and Bloomfield. As of March 2014:
 - Hartford = 99
 - West Hartford = 170
 - Bloomfield = 77
- The University provides land and facilities for the benefit of local communities.
 - For example, the University leases rent-free approximately 26 acres for two magnet schools.
 - Land valued at over \$4,000,000.

Educational Impact

The University provides educational opportunities for thousands of area residents and millions of dollars in scholarship awards to residents of Hartford, West Hartford and Bloomfield.

- Hartford Scholars Program
 - 2013-14 – \$1,375,284 awarded to 89 students.
 - 50% tuition scholarship for any student residing in Hartford and graduating from a Hartford public high school.
 - 461 degrees awarded to 353 graduates since inception in 1990.
- Other scholarship programs
 - Tuition-free college courses for UHSSE students.
 - 2013-2014 value – \$338,400 (all towns).
 - West Hartford-University of Hartford Scholarship Fund.
 - Approx. \$35,000 each year awarded to 25 West Hartford residents.
 - Hartford Partnership for Scholarship Fund.
 - Approx. \$60,000 each year awarded to 58 Hartford residents.
- Overall student enrollment and financial aid – 2013-14 academic year:
 - 634 students with permanent addresses in Hartford, West Hartford or Bloomfield.
 - \$3,189,332 in institutional aid awarded to 224 of those students.
 - \$10,198,176 from all forms of aid awarded to 404 of those students.
 - Enrollment and Financial Aid Profile - Academic Year 2013-14, By City

	Hartford	West Hartford	Bloomfield
<i>Total number of students with permanent addresses in each city</i>	271	252	111
<i>Number of students receiving institutional aid</i>	121	72	31
<i>Institutional aid awarded</i>	\$1,777,812*	\$931,853**	\$479,667
<i>Number of students receiving aid from any source</i>	204	137	63
<i>Total of all aid awarded from any source</i>	\$5,460,731	\$3,270,885	\$1,466,559

*Includes \$1,375,284 in Hartford Scholars Program awards and approx. \$60,000 in Hartford Partnership for Scholarship Fund awards.

** Includes approx. \$35,000 in West Hartford-University of Hartford Scholarship Fund awards.



• Other educational programs –

- The University serves over 8,800 K-12 students each year from these three cities.
 - Hartford – More than 6,600 students
 - West Hartford – More than 1,100 students
 - Bloomfield – More than 1,100 students
- Specific programs:
 - University of Hartford Magnet School – almost 250 students in 2013-14
 - 177 from Hartford, 54 from West Hartford, 16 from Bloomfield
 - University High School of Science and Engineering – 198 students in 2013-14
 - 178 from Hartford, 13 from West Hartford, 7 from Bloomfield.
 - Educational Main Street – approximately 7,000 students in 2012-13
 - Hartford – Approximately 6,100
 - Bloomfield – Approximately 1,000
 - Hartt Community Division – 969 students in 2013-14
 - Hartford – 158 students
 - West Hartford – 739 students
 - Bloomfield – 72 students
 - Summer Bridge to the Future
 - Approximately 55 students in summer 2013
 - Summer Place – 370 students in summer 2013
 - Hartford – 40 students
 - West Hartford – 316 students
 - Bloomfield – 14 students

Other University Activities and Programs

The University operates numerous other programs and assists hundreds of local organizations and businesses to the benefit of the cities and their residents.

• Examples include:

- Health and welfare initiatives, including:
 - Project Horizon – nursing care, health education and wellness promotion to schools, community organizations and homeless shelters in Hartford
- Assistance to local businesses and nonprofit economic development organizations, including:
 - Upper Albany Main Street Micro-Incubator Program – award-winning program under which students with faculty oversight provide consulting services to 12 small businesses
- Donation of equipment, space and materials, including:
 - Computer redeployment program – donating University computers to nonprofit organizations
 - Free books to families with children through Educational Main Street
 - Handel Performing Arts Center community room for use by Upper Albany community.
- Various student and employee volunteer activities

• Volunteer activities in the City of Hartford alone, for 2011-2012 alone, included:

- 1600 students and numerous employees
- Over 22,000 volunteer hours
- Serving 7900 Hartford residents
- Assisting over 370 Hartford business and scores of organizations
- Services conservatively valued at over \$1,000,000

WESLEYAN

UNIVERSITY

Commitment to Community

For every property that is purchased by Wesleyan or the status is changed to exempt due to use (student housing), we calculate and send an annual payment to the City of Middletown. The payment is calculated using a property's tax valuation multiplied by the most recent mil rate and declines evenly over a period of 10 years. The payment occurs in May/June. Over the past 10 years, the payment has averaged about \$25,000. We are currently paying just under \$200,000 for F14 in property taxes.

Community Emergency Planning

- Area of Refuge Memorandum of Understanding with the City of Middletown Board of Education which states that the Freeman Athletic Center will serve as an "area of refuge" in the event measures are needed to protect the student population of the City of Middletown.
- Wesleyans CERT provides more than three dozen faculty and staff volunteers that have donate hundreds of hours in support of city emergencies. We provide personnel from our CCERT for, warming shelters, cooling shelters and other city wide events with the Department of Emergency Management.
- We (Bacon Field House) are also the Regional Distribution Site (RDS) for the Strategic National Stockpile (SNS) supplies for Middletown, Durham, Cromwell and Middlefield. (We, have a drill scheduled for March 20, 2014 to practice receiving and repackaging medications that would be used in the event of an anthrax attack.) Our Campus CERT will be handling the logistics end of the drill.

Tuition Assistance for Connecticut Students

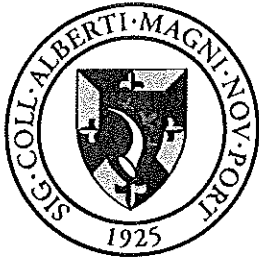
Wesleyan will meet full need of all admitted students, including of course, Connecticut students who are admitted. In addition, admitted low income students will not be required to take out any loans and are therefore eligible for full grant aid.

Public School Partnerships

Wesleyan collaborates with the school system on a variety of programs – most being weekly engagement with the students, some being special events. Specifically, the University has (at least) ten different programs ranging from elementary to high school that supports academic success of local students. These programs engage well over 250 Wesleyan undergrads and connect with well over 1000 students annually. Some highlights:

- Upward Bound Math/Science supports 50 high school students in college readiness
- Wesleyan Science Outreach goes to five different elementary schools ever week to teach children science concepts through experiments and reaches on average 70 children each week.
- WesReads/WesMath/WesWrites has 70 Wesleyan volunteers who work with elementary students in small groups to promote reading, writing and math and reaches 125 students weekly.
- The Green Street Arts Center runs an afterschool program with 65 children, most of whom are on some form of scholarship, where they promote the intersection of art and science PIMMS (Project to Increase Mastery of Math and Science) provides professional development for CT teachers and recently received a Math Science Partnership grant from the state of CT to implement an Intel Math program with 30 teachers from lower performing districts.





Albertus Magnus College

Albertus supports New Haven's emergency planning

- Albertus Magnus College has an arrangement with the City of New Haven to offer emergency shelter for local residents. For example, if our local elementary school needs to evacuate, the students could be sheltered at the Cosgrove Marcus Messer Athletic Center. In the event of a disaster, New Haven residents may be sheltered in the Cosgrove, Marcus, Messer Athletic Center, the Tagliatela Academic Center or the Hubert Campus Center.
- Albertus contracts with the New Haven Police Department to hire an off-duty officer on-site five hours per day as part of our on-campus security plan.

Types of scholarship/tuition assistance programs Albertus provides for Connecticut low-income students

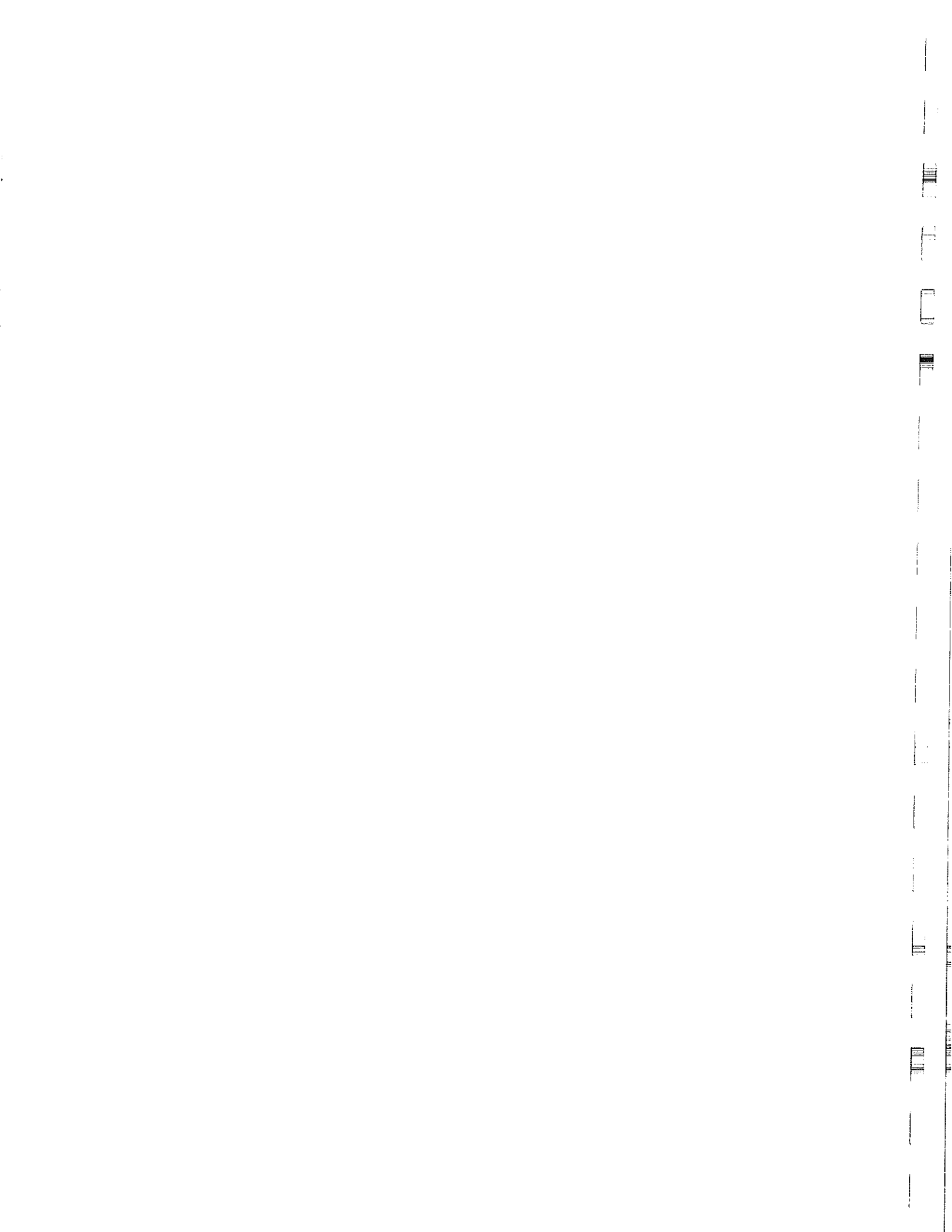
- Albertus Magnus College provided more than \$4.3 million in grant/scholarship aid to CT residents in the 2013-2014 academic year.
- Albertus Magnus College provides a diverse range of scholarships, both academic and need based, for local students. There are three Albertus grants that consider both financial need and academic achievement. They are the St. Thomas Aquinas Grant, the Longstreth-Rudnick Science Grant, and the Honorable Richard C. Lee Grants for New Haven Area Students. Need-blind academic scholarships include the Sister Maria Patricia Devaney Scholarship, the Presidential Scholarship, the Mohun Scholarship and Transfer Student Scholarships.

Albertus in the Community: How we support public school districts in our area

- The Office of Admissions welcomes students from twenty-one middle schools throughout New Haven, Hartford, and Bridgeport for campus tours and a college readiness exercise each spring.
- The Albertus Office of Admissions hosts juniors from each of the New Haven public high schools every spring for college readiness presentation, including lunch and a campus tour.
- Admission staff participate in informational activities with local schools including college admission panels, as a featured speaker for Higher Heights (a community-based organization for parents) and at community events encouraging grade-school students to visual themselves completing college (New Haven Independent Article) (New Haven Promise Video)
- Albertus hosts an annual Criminal Justice Camp free to rising high school junior and seniors so that they can explore careers in the Criminal Justice field.



- Each spring, Albertus honors the New Haven public high schools "Top 50 Juniors" as nominated by school guidance counselors. Honorees and their families are celebrated by the Albertus faculty and staff.
- The Financial Aid Office conducted financial literacy programs for the New Haven Public School System in the Fall of 2013. Updates to FAFSA processing, application to College, and basic Financial Aid Information were discussed with parents of students who attend both the public and magnet schools in the city of New Haven.
- Members of the Financial Aid Office at Albertus Magnus College also participated in the 2014 College Goal Sunday, hosted at Gateway Community College. This program encourages low income urban students and families to complete their Free Application for Federal Student Aid in early January. We were able to provide support in the application process as well as answer questions regarding eligibility, application, and financing options.
- Albertus has worked with three cohorts from the Head Start Program in the New Haven Public School District. One cohort consisted of nineteen assistant teachers who had the equivalent of an associate's degree. All nineteen members of the cohort received their bachelor's degree through the evening division at Albertus. They majored in psychology with a child development concentration. This enabled these people to qualify for "teacher" positions rather than para-professional status in the district. In the other two cohorts, assistant teachers and para-professionals were able to take college level courses in the evening division as a cohort, thus enabling them to begin their move up the ladder towards fully qualified teachers of early childhood. All of this was done because Albertus provided sufficient academic support and counseling to the members of the cohort and because of a partnership developed between the Education Programs director and the director of New Haven's Early Childhood Program.
- Since 2005, under the guidance of Prof. Loel Tronsky, we have been recipients of teacher quality grants from the CT Department of Education, enabling numerous school districts to work in partnership with us to improve teaching of mathematics in both urban and suburban schools. Teachers and faculty from Albertus, as well as faculty from other institutions of higher learning in CT, come together in workshops and team projects, all based on the Japanese lesson study approach to instruction, to learn together effective ways to teach mathematics, K-12. The focus for the current grant, running from 2013 - 2016, is STEM. The emphasis is to point out how math and science instruction are most effectively integrated. Participating teachers are being trained to do this in their classrooms.
- Our undergraduate teacher preparation program leading to certification at the middle and secondary levels in seven different content areas, includes the practice of appointing affiliate faculty who are employed as highly qualified educators in school districts in the greater New Haven area. These affiliate faculty model best teaching practices for the teacher candidates during candidates' field work in affiliates' classrooms. This enables us to offer effective methods and curriculum instruction in the way research tells us is most effective, through hands-on clinical experiences with outstanding teachers. At the same time, Albertus provides these affiliate faculty members with professional development workshops and seminars on the campus, by which they collaborate side-by-side with full-time arts and sciences and education faculty.



University of New Haven

Commitment to Community

The University pays \$304,477 in property tax on non-educational properties to West Haven plus \$100,000 to the Allingtown Fire District. There are also improvements and tax revenues for Savin Court and Forest Hills. The University employs 121 West Haven residents for a payroll of \$5.8 million.

Community Emergency Planning

During and after Hurricane Sandy, UNH students worked in the West Haven Emergency Operations Center and emergency shelter.

Tuition Assistance for Connecticut Students

The University of New Haven's Charging Forward program provides a minimum of 50 percent of tuition (utilizing institutional grant money) to graduates of West Haven High School and to West Haven residents who graduate from Notre Dame High School in West Haven who enroll at UNH. The program began with 2013 graduating classes. The program targets all students, not just low-income students.

Public School Partnerships

The University of New Haven is collaborating with the City of West Haven and the City of New Haven to construct a new school adjacent to the University of New Haven campus for the Engineering & Science University Magnet School (ESUMS) at New Haven. The inter-district school serves 240 students from several neighboring towns. UNH supports SUMS students by offering grants to pay for half of tuition at UNH. Lower-income students may be eligible for full tuition scholarships to attend UNH. Also, qualified SUMS students are permitted to take college courses at UNH for free prior to graduating from ESUMS.

QUINNIPIAC UNIVERSITY

Connecticut Economic Impact

- March 21, 22, 23 2014 Quinnipiac University in Hamden, Connecticut will host **Connecticut's** first NCAA Division I Women's Frozen Four ice hockey tournament at the TD Bank Sports Center. The tournament, combined with a USA Hockey coaches' workshop in New Haven and Wallingford, is expected to bring 10,000 people to the area from Minnesota, Wisconsin, New York, Pennsylvania and beyond. According to the **Connecticut Convention & Sports Bureau**, the economic impact of the events will be \$1.7 million. Area hotels have booked 2,000 individual room nights as a result of Quinnipiac's successful bid to host the Frozen Four.
- The University has invested \$500 million of private funds in new construction, designed by **Connecticut** architectural firm Centerbrook during the past five years. Major construction contracts to **Connecticut-based** contractors O&G and FIP have been awarded as well as to hundreds of **Connecticut-based** subcontractors.
- Annual electric bill in excess of \$2 million paid to **Connecticut-based** United Illuminating
- Annual transportation contract with **Connecticut-based** Dattco Inc. in excess of \$2 million
- Largest private employer in **Town of Hamden** with 1,256 full-time employees
- \$400,000 paid for **Town of Hamden** police and fire services in fiscal year 2013
- 1,625 employees and Quinnipiac alumni live in **Hamden**, generating millions of dollars in property tax revenue
- 500,000 visitors visit the Mt. Carmel and York Hill campuses each year, pumping millions of dollars into the **Hamden** economy
- More than \$300,000 paid to the **Town of Hamden** for property taxes
- \$100,000 cash payment made by the University to the **Town of Hamden** annually
- \$3,079,834 received this year by the **Town of Hamden** in PILOT and Pequot funds attributable to Quinnipiac University



Yale

Economic Impact

Yale University is New Haven's largest employer with over 12,000 full time employees. Yale employs more than 4,000 New Haven residents.

Yale University pays taxes and is currently one of the top 5 taxpayers in New Haven. Every non-profit university in the nation is exempt from paying taxes on their academic property. But, through its community investment program that redevelops nearby property, Yale pays real estate taxes – over \$4 million last year – on all of our non-academic property.

- The **Yale Homebuyer Program** – \$25 million has supported 1,084 staff and faculty to purchase homes, strengthen neighborhoods, and add to the tax base – is the largest, most longstanding such program by any university in the New Haven, those homes had a value at point-of-sale totaling more than \$175 million
- Yale funds the **New Haven Promise**, which supports education reform and the economy (and hence the tax base). No other university does anything quite like New Haven Promise.
- Yale supports **entrepreneurship** – HigherOne came out of campus by student entrepreneurs, for example, while Alexion is an example of faculty research that led to local economic growth (and a stronger tax base).
- Yale funds Market New Haven and the summertime International Festival, among other efforts – all of which support local business (and the tax base).
- Yale pays full property taxes on its nonacademic properties in New Haven and is one of the city's largest direct taxpayers. These include the University Properties that support local business, provide employment opportunities, and attract visitors.
- Yale began making a **voluntary payment** in Fiscal Year 1991, and it has grown steadily. Based on a formula, the payments have built-in growth and will continue to grow with CPI and with the increase in employees and students over time.
- Yale pays **full property taxes on nonacademic properties**, In FY2013, those taxes were \$4,315,527. Twenty years ago, in FY1994, the taxes were \$1,707,169.
- Yale funds the New Haven Promise – and does much else to strengthen the public schools.

Yale University makes a voluntary payment – over \$8 million this year – to the City of New Haven. Since 1990, Yale has paid the City over \$82m in voluntary payments alone.

The University supports local youth, including being the primary donor for scholarships offered by New Haven Promise. Through Promise, Yale will provide up to \$4 million per year every year for city residents who graduate from a New Haven public school and attend college in Connecticut. Additionally, Yale dedicates several million dollars each year of resources toward programs for young people in New Haven and the region. Each year more than 10,000 public school children participate in academic and social development programs sponsored by Yale on the campus, while more than 1,000 Yale people work in a variety of community partnership programs in public schools across the city.

Yale University provides jobs for the community. In addition to its employee base, Yale monitors work hours allocated to New Haven residents on each of its major construction projects and works closely with its contractors to meet and exceed targeted goals. Over the past decade, Yale research has contributed to a growing cluster of spin-off companies in the greater New Haven area, generating over 30 business ventures. Higher One, a company that was founded in 2000 by Yale students, recently broke ground on a new headquarters building in Science Park, ensuring that over 200 jobs would stay in New Haven.



Yale University contributes to the revitalization of neighborhoods. Yale committed funds to the restoration of Scantlebury Park, the Farmington Canal, and the improvements of streetscapes and creation of pedestrian and bike paths. Yale's commitment to Science Park has contributed to the success of the revitalization of the Winchester area. The Dixwell-Yale Community Learning Center Rose Center (DYCLC), which was built and is run by Yale, is open to the community.

The Yale University Homebuyer Program strengthens the tax base and has committed \$25m in funds to assist over 1,000 employees in their purchase of homes in New Haven with a total value of approximately \$175 million.

Neighborhoods that benefit from the Yale University Homebuyer Program include West Rock, Beaver Hills, Newhallville, Dixwell, Dwight, Hill, and Fair Haven, amongst others.

The University provides cultural resources for the community. Yale's museums, exhibition spaces, concerts and theatre productions are generally open to the public and many programs are free of charge.

Yale University fosters economic development in New Haven. Since 1990, in addition to its homebuyers program, Yale has contributed over \$40 million to economic development initiatives including providing funds to the Economic Development Corporation of New Haven, Start Community Bank, Science Park, and our Broadway and Chapel Street community investment programs.

Yale University supports the local community with its resources. Yale University Medical School physicians provide over \$12 million per year in free care to the local community. (Yale New Haven Hospital also provides significant uncompensated care but it is a separate entity from Yale University with its own independent management). The Yale Jerome N. Frank Legal Services Organization offers free legal assistance to organizations that cannot afford to retain private counsel. The Urban Resource Initiative oversees the planting of trees in New Haven. The Yale Center for Clinical Investigation works with the community to seek solutions to local health questions.

Education

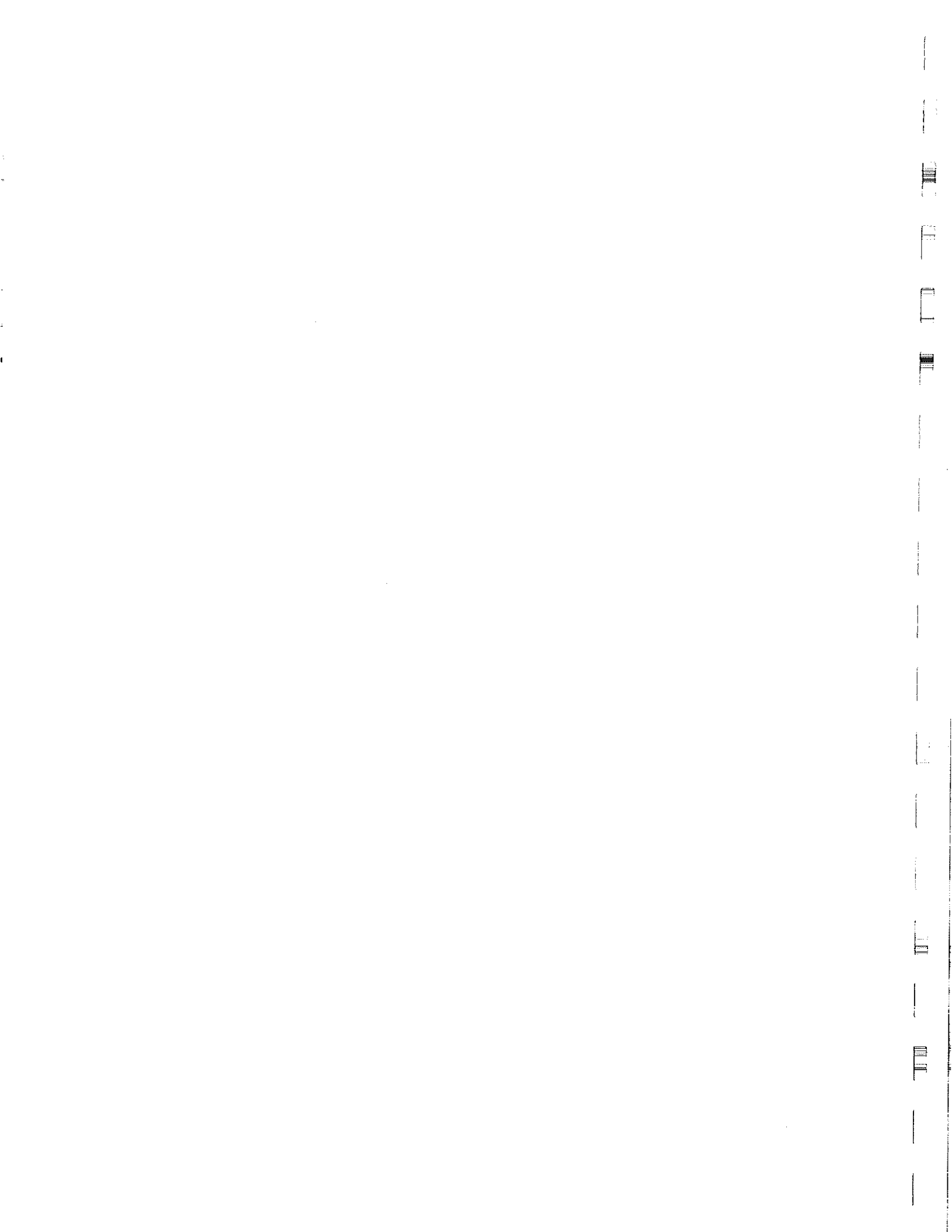
Throughout the school year, there are numerous Yale-sponsored academic, mentoring, and athletic programs in which New Haven youth participate. Yale College academic courses are also made available for credit at no charge to New Haven high school students, and a number of scholarships are provided for Yale College Summer Programs.

Yale is involved in numerous literacy initiatives in New Haven's public schools. These initiatives include the Yale Reading Corps, which deploys Yale students as individual tutors and classroom assistants at Wexler-Grant School. Yale is also a leading sponsor of the New Haven Reads Book Bank.

Partnerships with some of New Haven's magnet high schools, such as the ongoing relationship between the Schools of Medicine and Nursing with Hill Regional Career Magnet High School, have become an important part of our efforts. Likewise, the collections, faculty and staff of the Yale University Art Gallery, Yale Center for British Art, and Schools of Music and Drama have become an integral part of the curriculum of the Cooperative Arts and Humanities High School.

Professional development opportunities for teachers through the Yale-New Haven Teacher's Institute, the Yale Peabody Museum Fellows and Public Education Department, and the Program in International Education Resources have served to strengthen teaching and learning in all of the local schools. Each year through these programs Yale faculty members and New Haven's teachers work together using the University's world-class resources to study subjects in-depth and develop new curricular materials for the public schools.

Additional programs supported by members of the Yale community include the museum education programs that bring over 25,000 area children to programs at the Yale art and natural history museums. There is also a growing number of summer, recreational and academic programs run by Yale Athletics and other departments that enroll over 600 New Haven youth every summer.



Downtown

Yale has invested in key properties in the Broadway, Chapel and Audubon Districts, which have helped create jobs and increase tax revenues. These properties which are part of Yale's community investment program, provide homes to more than 80 independent merchants and five national retailers.

The shops at Yale feature unique boutiques and restaurants lining historic Chapel Street and Broadway.

- One-of-a-kind boutiques and shops
- Bluestone sidewalks and beautifully restored architecture
- National retailers, including Apple, J. Crew, and Urban Outfitters
- Award-winning restaurants and theaters
- World-renowned Yale University museums (free and open to the public)

Market New Haven, a non-profit organization formed by the City, Yale, and business community, has been working to ensure the public image matches the reality of New Haven. Through advertising, events, and a public relations effort, Market New Haven has been successfully spreading the word about New Haven's renaissance both regionally and nationally.

The City and Yale University work together on creating a vibrant downtown and Yale has been a lead sponsor of special events such as the International Festival of Arts and Ideas and Free Concerts on the Green which bring hundreds of thousands of city and suburban residents downtown. Additionally, hundreds of campus events and venues are open to the public - frequently free of charge. Yale museums, concerts, and plays attract more than 500,000 visitors a year to downtown and help make New Haven the cultural center of the region. [Click here to learn about all of the current events happening in New Haven.](#)

Community Outreach

Dwight Hall at Yale is an umbrella organization which serves as a central hub for undergraduate outreach. It fosters civic-minded student leaders and promotes service and activism in New Haven.

Elmseed Enterprise Fund's mission is to facilitate the creation of successful small businesses in New Haven. By providing access to small, low-interest loans and technical assistance, Elmseed seeks to open the capital markets to motivated entrepreneurs who lack the capital or resources to start or expand small businesses.

Yale School of Management

SOM Outreach provides business and management advice to New Haven area organizations that are unable to afford comparable services elsewhere. SOM Nonprofit Board Fellows volunteer their time to serve on nonprofit boards in and around New Haven.

Yale School of Forestry and Environmental Services

The Urban Resource Initiative fosters community-based land stewardship, promotes environmental education and advances the practice of urban forestry. Programs include:

- The TreeHaven 10K campaign which will plant 10,000 trees throughout New Haven over five years (finishing in 2014). This ambitious partnership between URI and the City of New Haven will provide local employment opportunities, restore a diminishing tree canopy, and improve urban quality of life, among other benefits.
- URI GreenSkills is a local green jobs program that employs high school students and ex-offenders through the planting of trees. GreenSkills connects people to their communities, their environment, and each other.
- The Community Greenspace program provides material supplies, technical advice, and classroom-based and hands-on training to support the reclamation and maintenance of abandoned land in New Haven's distressed urban neighborhoods. Since 1995, Greenspace has completed more than 221 diverse urban restoration projects with an annual participation of more than 1000 New Haven residents.
- URI is a not-for-profit university partnership.



Yale Law School

The Jerome N. Frank Legal Services Organization (LSO) links law students with individuals and organizations in need of legal help who cannot afford private attorneys. The law school also provides numerous clinics including advocacy for children and youth, immigration legal services, landlord-tenant disputes, mortgage foreclosure advice, veteran services and community and economic development expertise.

Yale School of Nursing

YSN is recognized throughout Greater New Haven for its role in improving the health of our local community, especially among the community's most vulnerable populations, for providing health education and mentorship in public schools, for advancing diversity training and education throughout Yale University, and for increasing opportunities for high school students to pursue university education and careers in the allied health sciences.

Yale School of Medicine

The Committee Overseeing Volunteer Services (COVS) is the student-run umbrella organization for many volunteer services.

Started in 2005, the Haven Free Clinic is a student-run clinic which offers free primary care services supervised by attending physicians. Organized by students in the health professions, the clinic is run out of the Fair Haven Community Health Center from 9 a.m. to noon on Saturdays.

SAY New Haven is a four-day, pre-orientation program in which students help with a range of service projects throughout the city. Habitat for Humanity, volunteering at the Ronald McDonald House and paint projects are some of the things students have done in the past.

Yale Graduate School of Arts and Sciences

The Public Service Fellows help connect students with organizations, events and volunteer opportunities in the greater New Haven community, including tutoring positions in the New Haven public schools and the New Haven Reads book bank, as well as on-campus through the Dixwell-Yale Community Learning Center and the Science Outreach office. Other avenues for involvement include food banks, blood drives, voter registration, immigrant advocacy organizations and regional conferences on hunger and homelessness.

Yale School of Public Health

CARE was established in May 2007 as an integral component of the Yale Center for Clinical Investigation (YCCI). The establishment of CARE at the Yale Center for Clinical Investigation provides an unprecedented opportunity to foster rigorous community-based research and to translate findings of scientific breakthrough and discovery to enhance health care. CARE's efforts to develop new models for conducting community-based research have real potential for improving the health of the residents of New Haven and beyond.

The Wednesday Evening Clinic is the longest running student-run clinic at Yale, currently run out of the Primary Care Center.

The Robert Wood Johnson Foundation Clinical Scholars Program at Yale has been training physician health leaders for more than three and a half decades. The Yale Program is committed to developing health leaders to improve health and the quality of healthcare. Through coursework, mentored clinical and community research, exposure to senior level leaders, and patient care, Scholars develop the experience and skills necessary to lead positive change.



Yale School of Architecture

The Yale Urban Design Workshop (YUDW) is a community design center based at the School of Architecture. Since its founding, the YUDW has worked with communities all across the state of Connecticut, providing planning and design assistance on projects ranging from comprehensive plans, economic development strategies and community visions to the design of public spaces, streetscapes and individual community facilities. Clients include small towns, city neighborhoods, planning departments, Chambers of Commerce, community development corporations, citizen groups, and private developers. After a number of years on the Yale campus, the YUDW is currently located in a storefront space on Chapel Street in New Haven's Dwight neighborhood, two blocks from the School of Architecture.

In all its work, the YUDW is committed to an inclusive, community-based process, grounded in broad citizen participation and a vision of the design process as a tool for community organizing, empowerment, and capacity-building. A typical YUDW project may include design charrettes, focus groups, and town meetings, as well as more conventional means of program and project development. These projects are staffed mainly by current graduate professional students at the Yale School of Architecture supervised by faculty of the School, but often also include Yale College undergraduates, recent graduates of the School as full-time staff, faculty and students from Yale's other professional schools (including the Law School, the School of Forestry and Environmental Science, the School of Management, the School of Public Health and the School of Art), as well as outside consultants and other local professionals.

Yale School of Music

The School of Music supports the work of the public schools of New Haven, the region, and the country through its broad Music in Schools initiative. It provides programs in New Haven public schools that complement the work of full-time music teachers, hosts a biennial symposium for teachers in public schools from around the United States, and hosts visiting professors to work in music education and train School of Music students and New Haven public school teachers.

Yale School of Drama

The Dwight/Edgewood Project is an after-school program in which New Haven middle school students spend the month of June learning about theater and writing original plays under the guidance of graduate student mentors from the School of Drama. The program includes one-on-one mentoring, theater games, numerous playwriting exercises and an overnight retreat to Camp Wightman in Griswold, Connecticut. The project aims to foster positive self-esteem, self-awareness and self-respect. Each year's session ends with two performances of the plays written by the middle school students that are directed, designed, produced and performed by School of Drama students.

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CONNECTICUT COLLEGE

Connecticut College in the Community

2013-2014

Connecticut College and New London: A Strong Partnership

Connecticut College is proud to be an integral part of New London. Connecticut College and New London have enjoyed a strong partnership since 1911, when founders of the College selected a beautiful site within the city on which to establish the campus, and the residents of New London rallied to support the new College. Today, Connecticut College and the city continue to enjoy a strong and mutually beneficial relationship that contributes to the economy, improves the quality of life and deepens the College's educational excellence.

Economic Impact

- With an annual operating budget of \$134 million, Connecticut College has an economic impact in Connecticut and the New London region of approximately \$xxx million.
- Connecticut College is the third largest employer in New London, with 875 employees. The College's current payroll, including salary and benefits, is \$65 million.
- The College spends approximately \$30 million a year on goods and services, including many local vendors. Spending by 1,900 students also supports the local economy.
- Over the past five years, the College has invested more than \$70 million in campus facilities, including construction of a fitness center, a science center and a Hillel House. Local contractors are involved in many projects on campus.
- Approximately 7,500 prospective students and family members visit campus each year, staying in local hotels and eating at local restaurants.
- Connecticut College supports its own heating and cooling needs with an on-campus power plant that doesn't burden the local system.
- Connecticut College maintains its own Campus Safety department that doesn't burden municipal police departments with routine issues.
- Events on campus, such as the Connecticut Early Music Festival, the BANFF Film Festival, and the Connecticut Storytelling Festival, draw 100,000 visitors annually.
- The College hosted a fundraiser for the arts in New London and in 2013 donated \$12,000—\$6,000 each—to Writers Block Ink and Hygienic Art Center's Do the Write Thing.
- The College paid New London water and sewer fees of more than \$230,000 in fiscal year 2013.
- In 2007, the College made a voluntary commitment to contribute \$100,000 to the City of New London, payable over 10 years.
- Many staff and faculty serve on boards of local nonprofits, providing expertise and financial support to New London organizations.
- For the year ending June 30, 2013, New received \$2.2 million in payments from the state of Connecticut to compensate for the College's tax-exempt status.



Students also participate in a wide range of New London initiatives, including helping to preserve the coast and environment with the Living Museum project and Save Ocean Beach; addressing homelessness issues at the Homeless Hospitality Center; and volunteering at the New London Senior Center.

The College considers these local schools and community- and faith-based organizations to be partners in educating students to be active citizens in today's complex and increasingly global society. Through these partnerships, Connecticut College students deepen their knowledge and acquire citizenship skills, and the partner schools and organizations increase their capacities to deliver services and impact in positive ways the environment, economic development, educational achievement and health and wellness.

Our students are supported in this important work by the staff, faculty and budgets of the College's Holleran Center for Public Policy and Community Action and the Office of Volunteers for Community Services. The relationship between the College and the City is central to the success of the College's community learning program.

Working with the children of New London

With College staff and faculty, Connecticut College students bring children and youth to campus for language expos, cultural activities, athletics and art projects. As a founding member of the Community Coalition for Children, the College annually co-sponsors and hosts educational workshops for local parents, students and educators. New London residents make up more than one-third of the children, aged birth to 6, enrolled in the inclusive Connecticut College Children's Program.

Connecticut College partners with local schools to provide aides, tutors and mentors in the New London Public Schools and in after-school programs at the schools and at Covenant Shelter, B.P. Learned Mission, the Drop-in Learning Center and the New London Public Library.

In addition, Connecticut College has founded a number of signature education programs that support New London School children and youth. These include:

- **Camels 4 Whalers** - Connecticut College student-athletes tutor student-athletes from New London High School.
- **ENRICH** - Students from Bennie Dover Jackson Middle School travel by bus to the Connecticut College campus four days a week. College students teach various workshops, including dancing, Arabic language and culture, Spanish language and culture, civics and creative arts.
- **Extended Learning Time (ELT)** - Connecticut College faculty, students and staff designed and implemented this program that includes created educational learning activities for K-grade 2 at the Jennings Elementary School. The program includes nearly 70 college students, a professor from the education department and staff from the Office of Volunteers for Community Service (OVCS)
- **Kids, Books, & Athletics (Project KBA)** - Project KBA (Kids, Books & Athletics) – A unique program that promotes physical fitness and literacy. Trained Connecticut College students travel to schools and community-



LEARN - This is a regional education cooperative providing services to public schools. Connecticut College students work in LEARN's after-school programs at Harbor Elementary School in New London, where they tutor, mentor, assist with group work, and lead sports programs.

Literacy Volunteers of Eastern CT - This program strengthens the local community through training in English literacy and American culture. Connecticut College students, faculty and staff volunteer to help with English as a Second Language (ESL) classes, tutoring, testing, referrals and conversation groups for ESL individuals.

New London Adult Education - The program provides a wide range of adult education including English as A Second Language, High School Equivalency classes, and alternative high school

education. Connecticut College students assist in classrooms, teach, tutor, and organize special events.

Office of Youth Affairs - Connecticut College students volunteer with this youth development agency, assisting as troupe helpers, chaperones for fieldtrips and volunteers for the teens off the hook program.

America Reads Challenge Program (ARC) - ARC is a national literacy program that promotes reading at grade level. Connecticut College students are matched with classrooms at Jennings and Winthrop Elementary Schools as well as Bennie Dover Jackson Middle School where they provide one-to-one tutoring and teach small groups during targeted reading periods.

Payments in Lieu of Taxes

As a private, nonprofit, higher-education institution, Connecticut College is exempt from local property taxes under state law. The law is based on the premise that the education and services provided by the College are an important benefit to the public. With the exemption, the state acknowledges and supports the mission of the College. The exemption implicitly recognized that if the College were to pay taxes, it would divert funds from its educational mission.

Currently, the state of Connecticut reimburses New London for a percentage of the taxes that the College would pay if it were a for-profit business. The reimbursement recognizes that the cultural, educational and economic benefits of the College extend beyond New London's borders and that, therefore, the financial costs should be shared.

Reimbursement is made through the Payment in Lieu of Taxes (PILOT) program and through the Pequot Fund. For the fiscal year ending June 30, 2013, the City received more than \$5 million through these two state funds, of which \$2.2 million was directly attributed to Connecticut College.

